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THE TECHNE

Life without Labor is a Crime, Labor without Art
and the Amenities of Life is Brutality. — RUSKIN.

Content Begets Happiness.

SUCCESS within the field of business enterprise is largely dependent upon offering to employees inducements such that long tenure and the taking of a vital interest in the business will inevitably ensue. If it be true that a happy, contented, and care-free employee is requisite for success within the domain of business, how much more must a serene mind be essential to work of a superior quality in the business of teaching. Good teaching, perhaps more than good work in any other activity, is dependent upon a buoyant, hopeful, joyous mind; for good teaching is a matter primarily of the spirit. A state of mind is contagious. Happy teachers mean happy children, and unhappiness in a teacher inevitably begets unhappiness among children. Men and women, as well as children, can never do their best work when they are dispirited, discouraged, and depressed. In the interest of the children, therefore, school officials should give much practical consideration to the ways and means of improving the material conditions which press in upon the life of their teachers. —*From an Abstract of the Report on the Public School System of Memphis, Tenn.*

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PITTSBURG, KANSAS

VOL. 3.

No. 4.

THE TECHNE

PUBLISHED BY THE STATE MANUAL TRAINING NORMAL, PITTSBURG, KANSAS.

A COLLEGE FOR TEACHERS.

VOL. 3

MAY, 1920

No. 4

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The purposes of this magazine are: To set forth the distinctive work of the State Manual Training Normal; to publish papers that will be of interest to its readers; to assist teachers to keep in touch with the development in their subjects; to foster a spirit of loyalty that will effect united action among the alumni and former students in promoting the best interests of the institution.

Alumni, teachers and friends of the Normal are invited to send communications on such subjects as fall within the scope of the magazine to the committee in charge.

Address communications to The Editor, State Manual Training Normal, Pittsburg, Kan. Issued every month except August and September.

Sent free to all alumni and students of the State Manual Training Normal and to teachers, school officials and citizens on request.

Entered as second-class matter December 13, 1917, at the post office at Pittsburg, Kan., under the act of August 24, 1912.

The editors will welcome suggestions from TECHNE readers. Their desire is to make this little magazine helpful to teachers. Tell us how we can make it of greater service to you. Tell us what YOU want.

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BIG SUMMER SESSION AT S. M. T. N.

First term opens June 7 and closes August 5. Second term opens August 9 and closes September 3. Eight to ten hours college credit may be made during the first term. Four to five hours may be made during the second term.

In addition to the regular faculty, more than twenty instructors are being added for the summer session, all specialists in their respective lines of work.

The short second term is offered to meet the demand of many who lack a few hours only to secure some desired teaching credential. In this way, the institution hopes not only to accommodate a large number of individuals, but to contribute somewhat to increasing the greatly needed supply of teachers. Splendid lecture talent is being selected.

Those expecting to attend either term should write or make arrangements for rooms as early as possible. The attendance is confidently expected to exceed 2,000.

For catalog and full particulars, write:

W. A. BRANDENBURG, *President*,
Pittsburg, Kan.

How May Teachers Legitimately Boost Their Wages.

RAYMOND A. KENT, Superintendent Schools, Lawrence, Kan.

The question is, how may teachers legitimately work for improvement in their pay. Their compensation should be increased. This proposition no wise school administrator or intelligent taxpayer will deny. The public at large acknowledges its truthfulness. The correction of the deficiency to-day is in the first instance a matter of getting the public, through their representatives, the boards of education, to act in conformity with their knowledge. The problem is fundamentally one of providing adequate stimulus in order to secure proper public response. This can be done by compiling and circulating specific, convincing information as to why salaries should be raised.

Studies have been made to show (1) how much salaries fall short of meeting bare living expenses, (2) the distribution and amounts of living costs, and (3) the comparative compensations of other workers, by occupations. Reliable data, accurately presented, are the most unanswerable argument. A page of facts is worth an extended chapter of exposition. The securing and dissemination of this information is a vital opportunity for the members in the profession.

The objectives of such work should always remain perfectly clear. The main one is to sensitize the public to the importance of a public education that is worthy of the objects and responsibilities of a public-school system in a democracy. Salaries should be raised, not primarily because individuals need the money, but because our country's future stability imperatively demands such action. Some individual communities have not yet grasped the full conception of the purpose of the public school as it must be grasped. Proof of this exists in the number of illiterate and un-Americanized inhabitants as well as in the great loss to society due to occupational misfits chargeable to inadequate training of an elementary type.

It is extremely unfortunate for the idea to get abroad that teachers are motivated purely by selfish interests in seeking salary increases. It is doubly unfortunate when it is the truth. But teachers, being citizens, will inevitably benefit or suffer, as citizens, as a result of their actions as teachers. Furthermore, the shortness of life in the profession is undisputable evidence that those who are teachers at any time are citizens and not teachers for a much longer time.

The second objective should be to make clearer the fact that upon the teacher must inevitably depend the success of the proper functioning of the schools. "Teachers are not laborers merely. If they are, then so are the doctors, lawyers, nurses, ministers, the followers of every profession. Truly they all work, but they do more than that. They recognize their social servanthships and ethical obligations. They consider the opportunities for service and the by-products of their work of more importance than the economic returns they receive."

The importance of the correct point of view by the teacher cannot be overestimated. A lack of correct perspective will not only damage the

teachers' interests but also tends to discount the value and importance of the schools in the eyes of the public. No matter to what economic extremity teachers may be put they will do serious injury to the very foundations of social structure if they fail to recognize the fundamental rights of the public.

One of these rights is that workers should be paid according to the value of the service they render. Individual charity instead of public good has too frequently been the basis of appeals for and grants of increased remuneration. "In this connection it should be remembered that the interests of the teachers and the interests of the school are identical. Whatever interferes with one will interfere with the other. Every plan, policy or redress of grievances to correct economic wrongs of teachers must be considered in relation to its influence and effect upon the schools. Schools are not social agencies created and set apart for the special benefit of teachers; quite the contrary, teachers are made for schools. For these reasons present benefits must be considered in terms of their ultimate results. An immediate gain for the teachers that results in permanent harm to the school will, in the long run, leave the teacher worse off than he was before. This being true, the slogan of the professionally-minded teachers will not be equal pay for equal work, but equal pay for equal work of equal worth."

A second right the public has and which teachers may well urge is that those individuals who desire to enter the teaching profession shall be required to possess minimum qualifications sufficient reasonably to guarantee to the public that quality of service which their compensation merits. Teachers should recognize that the demand for high standards of entrants into the profession is a procedure not only perfectly legitimate but at the same time most effective toward raising compensation.

"Perhaps not more than twenty-five per cent of the teachers of this country can be regarded as adequately trained for the positions they hold." To increase the wages of the remaining seventy-five per cent without safeguarding public interests by higher standards would amount to nothing short of a catastrophe to our public education. There is a very close relation between standards and quality of service. If we wish a minimum in the latter the first prerequisite is a minimum in the former. The greater the enlightenment of the public in the matter of public education achievement, the more intolerant that public will become toward initial or subsequent inferiority in teacher workers. One of the most significant moves that teachers can make for their own future pecuniary advancement is openly to espouse their belief in high requirements for entrance into the profession, and efficiency in the worker in the profession.

What has been said so far involves largely projects or types of action. We may now consider mechanical means of "carrying on." One of the most effective ways which can be legitimately used by teachers to improve their own conditions is organizing themselves. The organization of any group of workers for the purpose of protecting and improving their own interests is not only right but it is inalienable and even necessary. There can really be no question either of the fundamental right or of the

professional ethics of teachers perfecting strong organizations among themselves. The question of rights or of the ethics involved can be raised only when applied to the purposes for which the organization is used. By reason of the fact that the school is a public, social institution the workers in that institution do not have certain rights which exist among other groups of workers. Individually teachers have a right to withdraw from the profession when in doing so they do not violate their contracts. They have similar right to withdraw by groups, provided they do not compel individuals against their will.

But teachers' organizations cannot legitimately use the strike method. "When teachers may decide for themselves when and in what manner the schools shall be kept open, the foundation of government at once becomes insecure. Democracy can never be attained by the surrender of any phase, or any part of its force, or its standards of public service to a special interest. Neither the state nor the public can become the instrument of a special class. This tradition is not a fiction, it is an ideal of social policy which cannot be abandoned. Perhaps the greatest single political achievement of all time is the subordination of the individual to the state in the interest of the common good. It is this ideal as much, and perhaps more than any other, that the schools seek to safeguard. Its preservation is our sole assurance for social progress."

Instead of intimidation and strikes the organization should stand for concerted support of important educational plans. Among these, increased compensation must occupy a place of major importance for reasons already stated. To the Kansas State Teachers' Association is due credit for the educational legislation enacted at the recent special session of the legislature. This legislation has resulted in increased salaries throughout the state. What is of far greater importance, this legislation has succeeded in raising the salary standards in Kansas very greatly comparative to other states, and in so doing has saved the public schools of this state from a condition whose final damaging effects cannot be computed.

But what has been said above concerning action applies equally well to organization. The latter must always be thought of as having its only excuse to exist, in the needs of the schools and in the contribution it can make to those needs.

The two greatest needs of public-school teachers to-day are increased salaries and better preparation. The greatest dynamic tool for securing each of these is intelligently organized, sanely and vigorously administered teachers' organizations.

Art For Service.

LYLE BROWER, Professor of Drawing and Design, S. M. T. N.

Perhaps the first question that will arise in this discussion would better be answered in the beginning so there may be no misunderstanding. It is: What is Art? May we not avoid possible disagreement by referring the question to Webster? He answers us: "Skill in the adaptation of things in the natural world to the uses of human life; systematic

application of knowledge or skill in effecting a desired result; an occupation having to do with the theory and practice of taste, in the expression of beauty in form, color, sound, speech, movement, etc., etc." Then any one may be an artist and may find his highest expression, in the common acceptance of the term, in painting, sculpture, music, poetry, and kindred subjects.

Art is the embodiment of the best thoughts, feelings and fancies of a people preserved in some concrete form of expression. Art principles may be applied to a life work through the strong desire and effort to put one's self into one's work. The most commonplace work may become ennobled through the personality of the worker. If he gives his best work with honesty and sincerity he will attain the stature of an artist through his expression of self as revealed in his productions.

The popular conception of art is generally expressed as "A't," but Webster does not recognize that term when defining the meanings of the word. "A't" is a personal expression of a vague longing; in its name many curious works are created—to vanish from the world when their own creator has tired of them.

The art teacher in the public schools will think of art as something pertaining to beauty, taste, idealism, and can easily conform to the dictionary definition. The greatest desire of the teacher is to train the æsthetic nature of the child, to enable him to see that beauty may be found in everything he does, to help him to find beauty in everything about him, to show him that nature and life are full of beauty. It is a serious task confronting us; we must hold high our ideals if we would express them in terms of art, for the way to art is not an easy one. We train the pupils in art methods and we drill them so they may acquire skill of hand and eye. But sometimes the task seems too heavy and we become almost discouraged; the children do not seem to appreciate our efforts, art has become a drudgery.

But should art ever be a dreary subject? There must be some good reason why art is retained in public schools. A reason? There comes to mind an "ad" so often observed in the papers, "Eata-bala-hay—there's a reason." After trying a package one wonders why any one would buy it a second time. The ads persist, and wanting to know why, one reads the directions and makes another attempt—to find the "reason." One learns that by submerging the bale in rich cream, real cream, oceans of it, and then adding ripe red strawberries crushed in sugar, lots of sugar, he has before him a delicious dish satisfying the eye and the taste. There *is* a reason.

I do not mean to imply that art must be "doped" to make it palatable, but I do believe that if some teachers would tear away the wrappings about the packages in which they receive art, they will find the real art to be satisfying and beautiful. For the source of real art is in the human soul and it is not limited to the few but is for everyone to enjoy. Everyone may be, and should be, able to appreciate and create beautiful form and beautiful color.

Two thousand years ago Aristotle said: "Education is to bring to the body and to the soul all of the beauty, and all of the perfection of which

it is capable." We educators would render service to the children in the public schools, would enable them to find a greater satisfaction in life. One could take as a text Exodus 12:26: "And it shall come to pass, when your children shall say unto you, What mean ye by this service?" *When your children shall say unto you, What mean ye by this service?*

What is art? It is man's expression of joy in his work. Education enables him to find satisfaction in his life work, and art is the visible expression of that satisfaction in work better done. This then is the place for art; there is a reason. Art for art's sake? No, art for life's sake. Art is conscious, creative, constructive, self-expressive; whenever a human consciously does work a little better than he did it before, he has given expression to art. Our purpose is to develop art expression in boys and girls of the schools; they are going to be workers in the world, and we would help education to bring to them all of the beauty and all of the perfection of which they are capable, so they may gain the fullest satisfaction in life.

Yes, any one may be an artist; there is no vocation that may not be regarded as an art. Life may be a business, a profession or an art according to the attitude assumed by the worker. In a business one works for gain; in a profession one strives for fame; in an art one desires only to be of use. In a business one demands money; in a profession one seeks to win a reputation; in an art one aspires only to serve all men and women. A painter of pictures may be a business man, a cook may achieve professional fame, and a workman high on the great beams of a building may be an artist. One may do his work dully from day to day, thinking only of quitting time, something to eat, and a place to sleep; or he may do it feverishly and anxiously, thinking of the opinions of others; or he may do it grandly and nobly, thinking only of the good he may do. But listen to the great, glad truth—there are a few here, and now, who, while doing their daily work, greet life as an art.

Then the study and the teaching of art should be a source of enjoyment if it is to realize its mission and be of service. Those who seek pleasure go where they can find pleasure; they seek laughter, not tears; agreeable sensations, not pain; joy, not sorrow. The natural state of normal man is contentment and happiness. Children seek pleasure spontaneously; they react quickly from their tragedies, though the tragedies of childhood are more intense and more real than we often realize. Children have no memory of trials overcome, of vanishing sorrows; no philosophy to steady their emotions. Their sorrows come from without, but their joy springs from within. A little child left all alone, but not hungry, will find pleasure, will find full contentment in a sandpile. There is no more beautiful sight than a little child playing all alone, every motion is pure unstudied grace and beauty.

The serious, earnest, prim, schoolma'am may not be regarded as a pleasure seeker, but the management of teachers' conventions think it wise to offer certain attractions as an inducement in sugar coating the necessary instructions given at the meeting—strawberries and cream on the bread and butter. We all seek pleasure, we don't go to the movies for instruction. But we go—and we learn.

Art? Art is serious and art is earnest, but children should not hate it. Art for art's sake? No, art for childhood's sake, so they may realize a greater, fuller joy in life through other studies—in history, in English, science, biology, geography, and nature study. Open the eyes of the children to the joy of living in a wonderful world full of beautiful things. "Fortunate is he who at an early age knows what art is." Enrich their lives by an appreciative study of nature and of the works of man. Ninety-five per cent of our education, says Doctor Elliot, comes through the eyes. "Drawing is thinking and then making a mark around the think." Thoughts are things, some believe; make them so. If we begin this teaching at an early age, by effective methods, it will become a part of the very life of the child, and right thinking, right desires, and right action will become automatic in his life, and his mind will be freed to acquire more abundant life.

It is true that home life is responsible for much of the child's actions. The teacher often finds great difficulty in overcoming bad habits and bad thoughts. So teach that the principles of beauty will be carried into the home life of the children, not as a disturbing factor through breeding discontent with existing conditions, but quietly to bring the gospel of the beautiful into the life of the home people, creating in them two ideals: A knowledge of what is good, and the awakening of a desire for the better. Teach the little children to "lead them" into a better life. Man has within him the power of conscious self-improvement. Once awakened, the exercise of this power makes every succeeding action become easier for the individual. How much can we awaken them? It is a problem. Only after a knowledge of the lack of knowledge is awakened, will desire be aroused, and that is the beginning of development.

But just what kind of instruction shall you give to the children in your classes? What is their home life and what kind of lives are they going to live? The instruction must serve the needs. Wherever you may be teaching, there too the children will eventually become home providers and homekeepers—they will be citizens. Give instructions and practice that will aid them in home planning, home furnishing, dress, business, manufactures, and in civic affairs; fit them for the needs of the community, its ways, and its possible ways of living. Quietly, steadily, ever persevering, much good can be accomplished. Don't be afraid that you can't do it. You may think the task too big, you may say the children can draw better than you. Certainly. Don't evade it, rejoice in it. Rembrandt's teacher was not so good a painter as he—Rubens, Reynolds, Whistler, and many others excelled their masters. You have intelligence and knowledge far beyond your pupil; you can help, suggest, direct, encourage, praise—be a real helper to budding genius, and sincere in effort. Bring enjoyment of life, be of service—that is the opportunity.

How to do it? Study the needs of your community, its desires, its ideals, its possibilities for betterment; study not from a scientific, engineering point of view, but as an artist, how it can be made more attractive, more enjoyable, a better place to live in. Surely there will be something you can do or suggest, something that has been overlooked by custom. Don't find fault with existing conditions, and arouse antagonism,

resentment, and opposition. Suggest possible improvements by showing how they will benefit and not by showing how bad conditions are. Fault finders are disliked. Everyone is eager to listen to ideas for improvement. Many times it may be necessary to suggest something in a way to cause someone else to "think" of it, and that someone will take an active part in bringing about the desired improvement when, perhaps, nothing could have been accomplished otherwise.

But where can one learn of the good, the true, and the beautiful? Go to nature. Nature is not art, but nature is the product of the Divine Mind, and is the source of all art. Nature is a vast storehouse of knowledge and no individual need despair of not finding there something to add to his own general fund. Learn from living and growing things the lesson of the slow, quiet, steady, unremitting perseverance of nature in accomplishing its wonders. Follow nature's rule "without halting, without rest, lifting better up to best." The nature plant does not know why it lifts its face to the sun. In every plant as in every human soul there are forces so great that few people realize their full extent. It is the little growing human soul we would cultivate, a thing as intangible as air, as inaccessible as the sun, expanding always toward the just, the true, and the beautiful; and if given right direction, enobling itself and reaching toward God. In every human race exists a belief that somewhere, sometime, ideals will be realized—the happy hunting ground of the savage, the heaven of our dreams, perfection attained at last. Can it be that we may find it here?:

"Where no one shall work for money,
And no one shall work for fame,
But each in his separate star,
Shall draw the thing as he sees it,
For the God of Things as they Are."

We can but do our best, an angel could do no more. Study nature and learn the laws of construction, of form, and of color. Nature is both cultural and vocational in the fullest sense; all useless things are eliminated, only the good is preserved and perpetuated. Study the work of insects. Man cannot tell the bee how to make the honeycomb more beautiful or better fitted for its purpose, but the bee makes no improvement in his work. Engineers cannot tell the spider how to better his web in structure, nor in use; nor is anything more beautiful than a spider-web glistening with dew drops in the morning sun. But the spider makes no progress; like the bee, he has reached perfection in his work. Perfection is beauty objectified; animals attain it, man ever seeks it. The greatest artists have said they could have done their work better could they have done it over again, or have been given more time.

But there is a definite law for us to follow. "Man alone of all living things," said Cicero, "goes feeling after the discovery of an order, a law of good taste; other creatures submissively fulfill the law of their nature." First plan your work well, then work your plan; give definite instructions that will be clearly understood and well executed. We lose ground as teachers when we do not express ourselves clearly; when the children

do not understand they lose interest. Use a textbook—not to do so is not to take advantage of the experience of others. Let the children form good ideals by seeing good things; so far as you are able, put before them the very best the world and ages have to offer. Let them copy good designs, draw them, trace them, until they feel good form. The Japanese acquire the feeling for good form by beginning with the tracing of good forms as soon as the child can handle a brush. Good design in form, acquired by constant practice, will become a habit. Far better make a good copy of a good design than to make a crude, ugly original that nobody wants. This will mean much teaching of design in addition to observation and skill. From its derivation “design” means to mark out for a purpose, and that is service; it means use, order and unity in form and in color, in construction and decoration—in fitting for the best service possible. “Nothing can be beautiful unless it is useful,” said John Ruskin.

Again, man is a tool-using animal. The monkey never uses a ruler—don’t be a monkey. Without the use of the ruler, compass, and square, man cannot do acceptable constructive work in trades. Why then must a little child be required to work without distinctive human tools? Water-color teachers so often insist on teaching primary children to work with the three-color box. A real artist uses many colors in his pallet. Have the little ones learned to like and use color by using the three-color box? Surprisingly good results can be attained by the use of crayons, even with the youngest children.

By using paper printed in quarter-inch squares, the child will get definite and usable results, will accomplish more and better work—and will find pleasure in the doing because he finds satisfaction in accomplishing something definite. The working world demands a working result, and the child will go into the working world, where he must use tools of precision. Unless designs are put into constructive form to be used, the effort is wasted, and the effort of the child has availed nothing—no service has been rendered. Talk less and let the youngsters do more work, work they can do well and find joy in the doing. Let them learn, not by blundering, but by doing good work under competent direction. Use good textbooks to form definite standards, and right standards.

Serve an ideal? Yes, serve life. What greater service can art render? Art for service? Yes, art that everyone can use and enjoy. If art is to be of service to the people they must find pleasure and satisfaction in the practice of it. Such an art will help to make the whole world better and happier. It was so that all great arts were formed. “Whoever you are, wherever you are, there will be some work given for you to do, and that work, if earnestly and faithfully done, will be what God intended you to do and will be your best.”

Teacher of art, is the world better because you have served in it?

School Exhibits.

PROF. F. D. CRAWSHAW,* University of Wisconsin.

Whether to have a school exhibit or not—that is the question. But why should there be any such question. It arises usually in the mind of the teacher or supervisor alone because exhibits take time. They may cost a little money, also, but there is usually little question as to whether an exhibit should be made or not because of the expense. It is the work involved that prompts the question.

Granted that to prepare and make an exhibit means the expenditure of time and labor, should these possible negatives act at all as deterrents provided the *educational value* of an exhibit is recognized? Possibly it is not. Whether it is or not, the professional duty of every educator is to scrutinize closely all the possible means of making his work understood and appreciated. It is by a widespread knowledge of any public agency that it is kept at its best. The work of our public schools, including normal schools and colleges, is none too well known or understood. The old saying, "Everybody's business is nobody's business" is apropos in this case. As parents and taxpayers, we owe it to our children and to the future citizenship to visit the public schools and even to take sufficient interest in them to work for them as we should anything that is our own. But how many of us do? Even though we have children in a school we seldom visit it, and if we are unrepresented by children in the schools, we not only do not visit them but we do even less—nothing—we pay no attention to them.

Business has long since discovered that "it pays to advertise." What is said here of the interest of the general public in our schools might have been said not long since of many a business which to-day is attracting the attention of the public. Why the attention of the public now and not formerly? The answer is, the business advertised. And just as soon as the advertising was real it became vital. The business then truly advertised or vitalized its work and the public "sat up and took notice." In other words, the advertising became an educational means and to that extent had *educational value*.

Quite so with the school exhibit, which is sometimes called an educational exhibit. It is an educative means, and to that extent it is a vital means of carrying to the public the business which it represents, viz., the work of the school or schools exhibited. It advertises that school or those schools and hence it must have *educational value*.

By all means, then, let us have the school exhibit. Its influence may be either positive or negative. Whichever is the result, the value in the end is the same, viz., an *educational value*. If the exhibit shows poor school work and reveals inefficient teaching methods, the public is informed and there follows a reorganization and a regeneration; or else, as in few cases, if there is an indifference of the public to the conditions as advertised, this condition may be construed as an approval of those

* Professor Crawshaw, who is an authority on industrial arts, will deliver a series of lectures at S. M. T. N. in June.

things which gave birth to the exhibit, in which case they will continue, not to be poor, but rather, poorer, ultimately to result in destruction; for where there is no vitality there can be no life. On the other hand, if the exhibit shows good school work and thus reveals efficient teaching methods, the reaction is as positive as it was in the first case—the public is proud of its educational agency. It has a standard of high ideals set for it and as in all such cases, the agents, here the teachers, must keep pace with the times and compete with their most formidable competitors to maintain the standard.

Yes, let us have the school exhibit. But, what kind? One only, the kind that exhibits. And the only kind that exhibits is the kind that shows everything that can be exhibited. This is real and vital advertising which results in constructive *educational values*. The exhibit which brings into the limelight the best school work, and that only of a relatively few pupils, does not advertise—it merely camouflages. The exhibit that shows the result of school activity and not the activity itself is only a part of the whole. The real, vital advertising, and therefore educational exhibit, is the one which opens the institution to the public and puts it on parade in everyday clothes—the one which we call an open house to the public. Such an exhibit shows classes at work as well as all work, finished and unfinished, of all pupils. It is the kind of an exhibit that may be likened to the opening of your home to the unexpected stranger when the good housewife and mother says: “Come in. You are welcome to take ‘pot luck’ with us.” Let us have more of them

Sugar-saving Dishes.

HENRIETTE PRIRNOW, Assistant Professor of Home Economics, S. M. T. N.

While preparing to give a demonstration on sugar-saving dishes to one of the women's clubs of Pittsburg, the demonstration class of the home economics department of the State Manual Training Normal came to the following conclusions:

Of the many sugar substitutes on the market, canned fruits and sirups, dried fruits, molasses, sorghum and corn sirup are locally least expensive and most easily obtained. It must be kept in mind that these materials are not rivals of sugar but are merely substitutes which may be used when sugar is not on the market or is too expensive for ordinary use.

When these substitutes are used it is sometimes necessary to change our standards, since we may not be able to produce a cake of the same degree of lightness, texture and flavor with corn sirup as with sugar. Sugar flavor should not be used as a standard for judging the palatability of all sweetened dishes. Corn sirup has a flavor of its own which is enjoyed by many. The family should be taught to appreciate the natural flavor of fruits and cereals. These flavors are lost when an unnecessary amount of sugar is used.

Foods are sometimes heavily sweetened to cover up poor cooking. Well-cooked, well-seasoned foods require less sugar and are more wholesome and palatable than those which are over-sweetened.

The housewife needs but to be reminded of the many recipes in her cookbook for dishes in which molasses, fruits or fruit sirups are the only sweetening agents. With the exception of cake frosting, corn sirup may be substituted successfully for sugar in all recipes that do not depend upon sugar for flavor. Sugar is thus saved for beverages and other dishes in which substitutes are not palatable. A good working rule is to use one cup of corn sirup as equivalent to one cup of sugar and one-fourth cup of liquid. Corn sirup does not sweeten as much as molasses or honey. If a sweeter product is desired, add two or three tablespoons of sugar to each cup of corn sirup.

Dates or raisins may be used to sweeten cereals. Equal quantities of raisins and water cooked together and thickened with a little cornstarch may occasionally be used on cereals instead of sugar and cream.

The following recipes have been carefully tested by the cooking classes of the home economics department: [c = cup; t = teaspoon; T = tablespoon.]

ORANGE PUDDING.

[Bake.]

1 c corn sirup.	2 eggs well beaten.
$\frac{1}{2}$ c rolled crackers.	2 T butter substitute.
Grated peel and juice of one orange.	1 $\frac{3}{4}$ c milk.

FIG PUDDING.

$\frac{1}{2}$ c molasses.	1 $\frac{1}{4}$ c finely-chopped suet.
$\frac{1}{2}$ c milk.	$\frac{1}{2}$ t soda.
1 egg beaten.	Salt.
1 $\frac{1}{4}$ c flour.	1 c figs (chopped).

VANILLA SAUCE.

$\frac{1}{2}$ c corn sirup.	2 T butter substitute.
$\frac{1}{2}$ c boiling water.	Vanilla.
1 T cornstarch.	Salt.

Make a paste of cornstarch and water; add hot water to corn sirup and add to starch paste, stirring it constantly; boil five minutes, remove from fire; add butter-substitute, vanilla and salt.

CUSTARD.

4 eggs.	$\frac{3}{8}$ c corn sirup.
1 quart milk.	Nutmeg or vanilla.
$\frac{1}{2}$ teaspoon salt.	

Beat the eggs slightly and add the other ingredients. For soft custard, cook the mixture over hot water until it is thickened, stirring it constantly. For baked custard, turn the mixture into custard cups, set in a pan of hot water, and bake it in a moderate oven until it is firm. If dark-colored sirup is used, the custard resembles that made with caramel.

CHOCOLATE CORNSTARCH PUDDING.

3 c milk.	7 T cornstarch.
$\frac{3}{4}$ square chocolate.	$\frac{1}{4}$ t salt.
1 c corn sirup.	Vanilla, if desired.

Scald the milk in a double boiler. Add the chocolate, and stir the mixture until the chocolate is melted. Mix the sweetening, the cornstarch, and the salt, and add this mixture to the hot milk and chocolate. Stir this mixture until it thickens and cook it over hot water for 20

minutes. Add the vanilla, and pour the pudding into molds that have been rinsed in cold water. Chill the pudding, and serve it with cream.

This pudding may be used for pie-filling. Pour the warm mixture into a baked crust, cover it with meringue if desired, and brown it in a slow oven.

PIE FILLING.

2 eggs.	4 T flour.
1 T sugar.	1 $\frac{3}{4}$ c scalded milk.
7 T corn sirup.	$\frac{1}{4}$ c milk.
2 T butter substitute.	Flavoring.

Make paste of cold milk and flour; pour on gradually the milk; add sirup and sugar. Cook in double boiler until thoroughly cooked; cool and add egg yolks slightly beaten; cook a few minutes and fill pie crust Sprinkle top with cocoanut. This filling may be used to fill pop-overs.

BREAD PUDDING.

Cut crusts from slices of stale bread. Dip slices into blueberry juice. Place on platter, alternating layer of dipped bread with a layer of blueberries. Press layers down firmly, chill and serve with whipped cream.

PINEAPPLE RICE.

Cook $\frac{1}{2}$ cup of rice in boiling, salted water until tender; drain, and add $\frac{1}{2}$ cup of sirup from canned sliced pineapple to the rice stock. Boil slowly till the liquid is reduced to about $1\frac{1}{4}$ c. Cut 3 or 4 slices of pineapple into small pieces, add to the rice and mix with the stock. Pour into serving dish and chill.

RICE PUDDING.

$\frac{3}{4}$ c rice.	1 T butter.
1 c water.	$\frac{1}{2}$ t vanilla.
3 c hot milk.	$\frac{1}{2}$ t cinnamon.
$\frac{1}{2}$ t salt.	$\frac{1}{2}$ c cocoanut.
6 T corn sirup.	1 c cold milk.

Soak the rice in the water for 20 minutes. Add the hot milk and cook it for 15 minutes. Remove it from the heat, and add the sirup, the butter, the vanilla, the cinnamon, and the cocoanut. Turn the mixture into a greased baking-dish, pour the cup of cold milk over the top, cover the dish and bake the pudding slowly for 2 hours.

PRUNE CAKE.

1 c cooked unsweetened prunes.	$\frac{1}{2}$ t cloves.
1 c corn sirup.	1 t vanilla.
$\frac{1}{2}$ c shortening.	1 t baking soda dissolved in
3 eggs.	2 $\frac{1}{2}$ T prune juice.
$\frac{1}{2}$ t nutmeg.	2 c pastry flour.
$\frac{1}{2}$ t cinnamon.	

Cream shortening. Add sirup, and eggs well beaten; add prunes (chopped), soda and prune juice, flour and spices.

LAYER CAKE.

4 egg whites.	$\frac{5}{8}$ c milk.
$\frac{1}{2}$ c butter substitute.	2 $\frac{1}{2}$ c or less flour.
Into cup put $1\frac{1}{2}$ T sugar and then	4 t bakingpowder.
fill it with corn sirup.	

Cream fat, add sirup gradually. Add milk and flour alternately, reserving a little flour to mix with the bakingpowder and add last. Fold in the egg whites.

CAKE FILLING.

1 c thick cream. ½ c chopped raisins.
Cook until thick enough to spread.

CHOCOLATE COOKIES.

1 c corn sirup.	1 t soda.
2 eggs.	2 c flour.
½ c (scant) milk.	3 squares chocolate.
1 c raisins and nuts.	1 t vanilla.
½ c melted butter.	

Mix the butter with the sirup. Add the beaten yolks and melted chocolate to this. Add soda to the milk and then add the milk and one-half the flour. Mix well. Add the raisins with the remainder of the flour. Add beaten whites and vanilla and beat well. Drop from the spoon to bake on buttered baking sheets.

CORN FLAKE WAFERS.

Beat 2 eggs light; add ½ c sugar, ½ c corn sirup, 2¾ c corn flakes and 1 c chopped nuts, and mix all together thoroughly. Drop from teaspoon onto a buttered tin and bake in a slow oven about 20 minutes. The wafers are more easily removed from the baking sheet if they are first allowed to cool.

FRUIT PASTE.

½ c chopped dried apricots.	1 c sirup.
½ c chopped dried figs.	½ lemon (juice and grated rind).
1 c raisins.	

Simmer all the ingredients together until the paste is clear and thick. Turn the mixture into greased plates, and allow it to stand until it is cold. Cut it into cubes or strips, and roll them in sugar or wrap them in oiled paper.

PARISIAN SWEETS.

Use equal quantities of figs, dates, and nuts. The nuts may be omitted and prunes or raisins added. Put through a food chopper. Mix well and roll in a little powdered sugar or grated cocoanut.

FROZEN DESSERT.

¾ c crushed canned fruit.	1 ½ c water.
1 c corn sirup.	½ egg white.

Make a thin sirup of corn sirup and water; cool, add fruit and egg white and freeze.

Book Reports.

AMERICAN LEADERS, BY WALTER LEFFERTS, Ph. D.

Dr. Walter Lefferts has edited in two volumes biographical histories of forty of our leading Americans. The representative men in exploration, statecraft, and public enterprise are chronologically arranged from the period beginning with the Revolution and continuing to the present time. This work recognizes and is written in harmony with the recom-

mendations of the committee of eight of the American Historical Association. The aim of the book is to arouse the child's interest in American history. It is an American book for American children. Such details as would be of interest to children approximately ten years of age, are chosen. It also has a strong appeal for young people in the high school. A valuable feature of the book is a list of questions at the end of each chapter, which can be used for class discussion or for library assignments. It reads like a fairy tale and both children and grown-ups will find it a valuable aid at this day when we need inspiration and a deepening of our Americanism.—PRESTON E. REED.

FURNITURE UPHOLSTERY, BY EMIL A. JOHNSON.

"Furniture Upholstery," by Emil A. Johnson, is a scholarly treatise of the upholstering trade, not only as practiced by the trade but as it should be practiced in the public schools. A shop teacher should not be without one for quick and reliable reference. It is well graded in chapters and the cuts and illustrations are exceptionally good.—CHAS. WASSER.

ALUMNI.

Miss Zoe M. Beal, '16, is at Sunnyside, Wash., this year.

Miss Ruth Walker, '17, is teaching home economics at San Juan, Tex.

Miss Marcella Radell, '16, is teaching at Ireton, Iowa.

James B. Staib is teaching at Elk City.

Miss Jennie Walker, who attended S. M. T. N. in 1914, is a missionary in Nanking, China. Miss Walker was president of the Y. W. C. A. while at the Normal.

Arthur Worden is instructor in manual training in the high school at Phillipsburg, Mont.

Miss Esther Christmore is attending Hamlin University, St. Paul, Minn.

Miss Mary E. Dillenback is teaching domestic science and art at Glenpool, Okla.

J. A. Ferpotto is superintendent of schools at Benedict.

Miss Jennie Gaither is instructor in domestic science and art at Hoxie.

Miss Mabel Hollenburg, '19, is teaching at San Dimas, Cal.

Miss Eula English is teaching in the grades at Tulsa, Okla.

Heroes of Peace.

HUGH S. MAGILL.

Has the spirit of service, the self-sacrificing devotion to duty which was supreme during the war, died in the hearts of our people? That a great change has come about is evident. The pendulum has swung back. Consciousness of duty well performed seems not so satisfying. The demand is for larger material reward. On every hand there is a mad scramble for more money.

In contrast to this prevailing tendency is the attitude of the teachers who have remained at their posts, faithful to the children committed to their charge. They furnish a stimulating example of unselfish, patriotic service. They are not as well paid proportionately as before the war. Thousands of them have received only slight increases in salary, while the cost of living has doubled. They have seen 140,000 of their comrades drop out, disheartened, during the past year. They are compelled to pinch and save until they are reduced below their normal efficiency. Yet they hold on heroically, like the soldiers of the lost battalion, faithful to their trust, glad of an opportunity to give themselves in service.

"Peace hath her victories no less renowned than war," and these are her heroes. Suffering from the economic results of war, they continue to serve the childhood of America. All honor to these guardians of our nation's treasure. Let us hasten the day when the people of our country shall recognize the importance of their profession, appreciate the value of their services, and give them a just recompense, so long delayed.

THE TREND.

We await with much interest the religious education survey soon to be made by the interchurch world movement.

A conference on rural education was held at Chandler, Okla., under the direction of the Bureau of Education, March 25-27.

In line with post-war movements, the state of Michigan passed a law last year (1919) requiring that teachers must have the additional qualification of citizenship before a certificate will be issued.

The State Board of Education in Indiana has recommended a general increase of fifty per cent in salaries for all teachers of the state and definite action regarding the advance is expected within a short time.

Iowa has a recent law relating to a minimum wage for teachers. This law provides that a college graduate shall be paid \$100 per month or more and that after two years of successful teaching experience the minimum shall be \$120 per month.

The Commissioner of Education has requested that the Federal government appropriate funds to coöperate with states and counties in establishing model rural schools. His idea is to furnish an example in several places in each state which will go a long way toward solving the rural-school question.

The Bureau of Education is emphasizing the importance of school gardens. It is estimated that the financial returns from this movement in 1919 were forty-eight million dollars. Of course the returns in better morals and better health cannot be measured, although in three southern towns, of the 298 children arrested, only three had gardens.

In 1910 the number of illiterates and non-English-speaking people in the United States was almost equivalent to the population of eighteen states, ranging from Nevada, 18,875, to Connecticut, 1,114,756. The Kenyon-Americanization bill, providing for Federal coöperation with the states in the elimination of illiteracy and for the education of the foreign-born, has passed the senate.

School Life, the publication issued bi-monthly by the United States Bureau of Education, reports that teacher shortage is still a grave problem. The commissioner of education found, on the basis of returns from state school officers, in February last, that there were 18,279 schools closed because of lack of teachers, and that 41,900 schools were taught by teachers characterized as "below standard, but taken on temporarily in the emergency."

Do American people believe in their public schools as the greatest asset to insure a sane and a permanent democracy? Consider the new bond issues by many of our cities, large and small. These bonds vary from \$5 to \$40 per capita of the cities' population. Oakland, Cal., and Omaha, Neb., each voted \$5,000,000 for school purposes. Sacramento bonded herself for \$3,000,000, while Denver voted a combination of a \$2,000,000 bond issue and special tax. Johnstown, Pa., also voted \$2,000,000.

A new and obviously just argument for teachers' pensions at public expense is made in a senate report (No. 264) of the 66th Congress. It is considered only just that a clerk in civil service shall receive some compensation after his best years are past, and he may easily be given less exacting work and retained in service, "but school-teachers' work is personal, direct and positive, operating for the good or the ill of each pupil." To retain a superannuated teacher in the service is a positive harm to the pupils and an injustice to the rising generation. Legislation of this character is justified as much, if not more, from the standpoint of the public as from that of the teacher.

Miss Helen Taft, acting president of Bryn Mawr, in an address recently given at New York City, stated that hundreds of schools in New York and Maine have had to close for lack of teachers, and that unless salaries are increased "a few years will see us without teachers. The discrimination against the teacher, in contrast with those that follow other professions, has been marked," she continued. "The public

will pay Babe Ruth \$20,000 for half a year and Jack Dempsey \$100,000 to \$300,000 for a single fight, but they will not pay their college professors enough to live on. A professional ball player sells for \$130,000. A professor is secured from one of the western colleges for a few dollars more than he was receiving there."

The Dominion of Canada has held its first distinct national educational conference. While not strictly professional, since many representative citizens had a large voice, the subjects for discussion were truly educational. The twelve hundred delegates spent much of their time considering character education in relation to Canadian citizenship. Among the resolutions adopted are the following: A recommendation to the Federal government to adopt a Canadian flag. Cooperation to replace competitive ideals in education. The French and English languages in all Canadian universities and secondary schools. Federal assistance to be given the provinces in educating the alien immigrant. Additional Federal aid to rural schools.

According to a summary by Mr. W. R. Hood, school-law specialist of the Bureau of Education, at least twenty-five states passed laws during the year 1919 requiring attendance upon part-time or continuation schools. These laws generally provide for a definite number of hours schooling per week for employed minors who have had limited schooling. In most cases those who have had four years high-school or secondary-school education are exempted from required attendance. Some states, Iowa for example, require minors to hold employment certificates, but upon failure to attend school "employers shall cease to employ him." Those temporarily out of employment must attend school more hours in the week. The subjects to be taught in these special classes may be anything regularly offered by the schools, but the majority of these states emphasize English, citizenship and vocational courses.

At the session of the American Physical Education Association, much attention was given to the question of personal fitness. This "personal fitness" is not a matter of physical exercise alone, but diet, clothing and manner of living. On the physiological side, the end to be sought is the harmony of circulatory, perspiratory and nervous systems. Harmonious adjustment is more important than vigorous exercise. Rest may be better after a day of mental strain than exercise. We must get away from dead-level formalism, which has overtaken physical education as well as other school subjects. We must teach any subject for the individual's sake and not for the subject's sake. "Let us intellectualize physical efficiency and reduce to a science the rules for behavior as we have in the case of scientific and mechanical processes." In short, let us bring together the large wealth of knowledge we have and create a science of personal fitness.

Secretary Lane, in a recent speech, made the statement that the war tests showed 25 per cent of our soldiers to be illiterates. Such disclosures naturally lead to investigations, for few people could be-

lieve that in this time and age 25 men out of every 100 cannot read and write. The investigations were made, and the conclusions, substantially as the secretary stated them, were verified. They showed that tests made on 1,552,256 men proved 24.9 per cent to be unable to read or write well enough to understand a newspaper or to write a letter, and with the blacks the figures went two and two-thirds higher. Applying this figure to the entire army of 4,090,000 men, the amazing fact that 1,023,000 men in the army could neither read nor write is a revelation to many of our people who have prided themselves on being part of the nation that had builded such an educational system as we have been supposed to enjoy. Making full allowance, the *Springfield Republican* states, there must have been a considerable number of that 25 per cent who came from the country where the little red schoolhouse is supposed to offer at least the three R's to all who may be near it.

The most popular of the foreign languages that are now studied in our high schools and colleges is French. Spanish is running a close second. Before the war the number of students of German was much greater than for these other two put together. But as soon as the United States entered the conflict German suffered an almost total slump, and so far it shows few signs of reviving. French is being studied for its literature and its important cultural values; the commercial importance of Spanish is the value that teachers of that tongue are chiefly emphasizing. However, it is becoming generally known that Spanish literature is of much greater significance than has heretofore been recognized, a conviction enhanced by the fact that the most popular novels written in any language about the war are in Spanish. Consequently, those who make courses of study are allowing space accordingly. It is likely that in the high schools Spanish will become more popular than French, while the latter will continue to hold first place in the universities.

Commissioner Claxton has recently brought to the attention of Congress a program for extension work to be fostered by the National government, and to be used in aiding state enterprises along that line. This recommendation declares that there is a demand for work along four lines: (1) Among four million recently discharged soldiers who have realized the need of more knowledge. (2) Laborers who have seen the advantage of special training and are planning for information on economics, citizenship and better living. (3) The millions of women recently enfranchised by the nineteenth amendment to our constitution. (4) The foreign-born among us who have within the last two years taken out citizenship papers and want a knowledge of our history and ideals as well as of our industries. Incidentally, it has been discovered that this desire for increased knowledge of history, economics and civics is not universal. In a certain investigation it has been found that out

of 109 cities, where data was gathered, 22 cities were opposed to the study of European history at all in the schools. This does not seem to be education for democracy.

President Joseph Swain of Swarthmore College, in an address delivered before the National Education Association in 1918, at the Pittsburg meeting, made the alarming statement that the teaching profession would go into bankruptcy unless teachers' salaries were immediately increased to meet the high cost of living. The present dearth of teachers in many states seems to be fulfilling this prophecy. Over 100,000 positions in the public schools to-day are said to be vacant or filled by teachers who cannot pass the minimum tests for teachers' certificates. Strong teachers are leaving the profession because of inadequate pay. It is a matter of grave concern that comparatively so few men are in or are entering the profession of teaching. If the schools are fundamental to the nation's welfare, as we believe, teaching should be made sufficiently attractive so that it would equally attract the best men and the best women. We need both sexes to round out the education of boys and girls and help fit them properly for effective living. As things now are, their education is more or less one-sided. Not more than fifteen per cent of teachers in the public schools are men.

The Porter rural school near Kirksville, Mo., taught by Mrs. Marie Turner Harvey, has attained a national reputation because the work of the school is planned to minister definitely to rural needs. The theory of Mrs. Harvey is that pupils learn by doing the things that they need to know, by being given real problems, not fictitious ones such as are in textbooks. The following item from a recent Kirksville newspaper will illustrate this point:

"Eight pupils in the Porter school began on January 1 to keep a record of their dad's farming business for 1920. They have taken the farm inventory, and will record all receipts and expenses as they occur throughout the year. In addition, a record will be made of feed fed to the live stock and of the amount of labor put in on the various crops. These records will be complete enough to enable the farmers to figure their cost of producing wheat, corn, pork, eggs or any other items. Also, it will be a simple matter to make out the income-tax report from this record. These boys and girls will have the hearty coöperation and help of their parents, and also their teacher will aid them in this work.

"There were about twelve men and half as many women, besides the pupils, present at the Porter school Friday afternoon, January 9, to listen to a talk on the keeping of farm accounts by W. E. Foard, who is with the Agricultural College, Columbia, Mo. All present seemed to be interested in the proposed work, and several who do not have a boy or girl to keep the records for them, expressed a desire to get a book and keep their records themselves. It is probable that complete accounts will be kept on at least fifteen farms in the Porter school district this year."

Extension Study Classes.

Twenty-four extension classes with a total paid enrollment of 441 students working for credits were conducted by members of the State Manual Training Normal faculty during the first semester of the current school year in various towns of southeastern Kansas and southwestern Missouri. This is by no means the total of the students by extension that the Manual Normal enrolled, for no account is taken here of the courses in the night school or of the long list of correspondence students. Only those classes that were held regularly elsewhere than on the campus are listed. The places where these classes were conducted, subjects studied, enrollments, and instructors are noted below, together with items of interest about the classes that their instructors reported:

Olathe, Rural Education, 36, D. M. Bowen. Next to the largest class enrolled. These took the subject for credit, but all other members of the Johnson county association followed the course by Manual Normal's outlines of the reading-circle work. Professor Bowen lectured to the association once a month.

Walnut, American History, 12, John H. Bowers. Reported as an unusually hard-working group that got results.

Fort Scott, Hygiene and Public Health, 37, O. P. Dellinger. Stood at the top of the list in number enrolled. It was made up of both grade- and high-school teachers.

Frontenac, Educational Measurements, 17, Edgar Mendenhall. The class made a systematic survey of the work of the Frontenac schools, in which most of its members were teaching, according to the accurate methods of testing furnished them.

Erie, Rural Education, 12, D. M. Bowen. Was given in connection with meetings of county association.

Galena, Social Psychology, 25, Frank Deerwester. Supt. E. E. Stonecipher joined with his grade- and high-school teachers in taking this course, and their numbers was increased by other teachers of the vicinity.

Galena, Heating and Ventilation, 15, J. A. Yates. The larger part of the Galena teachers also took this course. Principles of the subject as they applied to the school room were given especial attention.

Pittsburg, Economics, 32, G. W. Trout. This large class in a difficult subject of college grade was composed wholly of teachers in the Pittsburg schools.

Hutchinson, Hygiene and Public Health, 18, O. P. Dellinger. The class which it took the most traveling for its instructor to reach. Exceptionally good work was done.

Coffeyville, Comparative Government, 28, O. F. Grubbs. Covered work in ten meetings.

Parsons, Hygiene and Public Health, 30, O. P. Dellinger. The course was a basis for the parent-teachers' meetings and was attended by the entire grade-school staff.

Altoona, Geology, 11, J. A. Yates. This class met on Saturdays. Both city and rural teachers were enrolled.

Carl Junction, Mo., General Biology, 11, W. E. Ringle. This class promised to continue through the school year.

Elk City, Nature Study, 10, W. E. Ringle. Rural teachers joined with those of Elk City to form this class.

Arcadia, Geology, 12, J. A. Yates. This group was composed of teachers both in Arcadia and neighboring schools.

Columbus, Geography of South America, 11, Zoe A. Thralls. This class took a broad course covering geographical influences on South American history, present resources and economic possibilities, opportunities for Americans and American trade, and relations between the continents.

Mulberry, American History, 9, Miss A. Caseley. An enthusiastic group that, in spite of many interruptions, completed very creditably a four-hour college course.

Joplin, Mo., Educational Tests and Measurements, 21, Edgar Mendenhall. A majority were ward principals. They gave in their schoolrooms measurement tests on the various subjects, results of which, when tabulated and graphed, were turned over to Superintendent Harris as guides in his work. The Joplin school board furnished the necessary materials.

West Mineral, American History, 14, Miss A. Caseley. Class made up of teachers from the mining towns from Scammon to West Mineral, as well as the latter place itself. Following the last lesson, the West Mineral members served a luncheon to the other students and the instructor.

Arma, Civil Government in the United States, 15, John H. Bowers. "A joyous privilege to work for students who express so much generous appreciation backed up by good work," Professor Bowers reported.

Joplin, Mo., Current Educational Problems, 36, D. M. Bowen. A large group of teachers that kept itself abreast of educational progress by following an important series of lectures.

Girard, French, 10, Ernest Bennett. A class the members of which were always present and made "A's" in a college course.

Joplin, Mo., History of Biology, 8, O. P. Dellinger. All members were teachers in the high school and most of them already had their A. B. or B. S. degree.

Pineville, Mo., Public Health and Hygiene, 11, O. P. Dellinger. Both city and rural teachers, together with the county superintendent of McDonald county, enrolled.

Prof. G. W. Trout gave a noncredit course on citizenship to one of the women's clubs in Pittsburg, the course being designed to help them in casting an intelligent ballot. It was one of the most largely attended classes ever conducted under Manual Normal auspices. Prof. J. A. Yates also conducted noncredit courses for miners at Scammon, Pittsburg, Arma, and Mulberry, the subject matter being what they would need to know in order to pass the state examinations required of those who supervise work in deep mines. Certificates were granted the men at the close of the course. This vocational extension work for miners has been given a number of years. The men are eager to learn the scientific principles involved in their work, and show appreciation of the opportunity the Manual Normal offers them to learn improved methods.—E. B.

The citizens of Worcester, Mass., recently became so much interested in the betterment of their schools and the necessity of increasing teachers' salaries to attain that end, that a petition for higher salaries was signed by more than a majority of the voting population. This petition would provide for an increase of from twenty-five to fifty per cent.

